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ABSTRACT

A project was conducted to develop and implement a program of computer-assisted instruction (CAI) for students enrolled in adult basic education (ABE) and general educational development (GED) programs throughout Arizona. The following activities were completed during development of the comprehensive ABE/GED CAI program: identification and employment of a trained instructional aide and support personnel, coordination of a concentrated promotional campaign, purchase of supplemental software and GED materials, and dissemination of information concerning GED testing sites in Arizona. The CAI program was integrated with traditional ABE/GED materials and curricula normally provided at the project site in such a manner that students spent approximately half their time using the computer and the other half completing more traditional paper-and-pencil activities. A resource guide was then developed for other ABE/GED programs and agencies throughout Arizona who were considering using CAI. (Attachments to this project report include a screening device used for placing students in the CAI program, a sample student prescription or study guide outlining activities and assignments, and an inventory of materials at the demonstration project site.) (MN)

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RIO SALADO COMMUNITY COLLEGE

ADULT BASIC EDUCATION PROGRAM
135 North 2nd Avenue
Phoenix, Arizona 85003

FINAL REPORT

for

Computer-Assisted Instruction

An ABE/GED Curriculum Project

A 310/Special Demonstration Project

1984 - 1985

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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MARICOPA COMMUNITY COLLEGES

COMPUTER-ASSISTED INSTRUCTION

An ABE/GED Curriculum Project

> "It has become a cliché to observe that we are in the midst of the computer age. Computers have pervaded business, government, academe, and increasingly, the home. . . The computer revolution is moving us from a mechanical, paper society to an electronic, disk society. As this metamorphosis takes place, two natural questions arise from ABE and GED teachers and administrators: 'To what extent has the computer entered the ABE and GED classrooms?' and 'How effective or ineffective has it been in these settings?'"
>
> "The Computer in the ABE and GED Classroom:
> A review of the Literature" by John R. Rachel
> - AAACE ADULT EDUCATION QUARTERLY, Winter, 1984

The results of John Rachel's article indicate that there is still a very limited extent to which computer-assisted instruction (CAI) is used in the ABE/GED classroom; and yet, it would seem that it is as effective and often more effective than traditional instructional methods. Additionally, there is strong substantiation for the benefits of CAI in terms of individualizing instruction, providing feedback and reinforcement, and overall gains in instructional achievement.

Because public school districts are rapidly creating computer labs and adult basic education programs are more readily able to establish cooperative arrangements with these facilities; there is an increasing opportunity for CAI in ABE/GED environments throughout Arizona. Rio Salado Community College had begun to explore just such a possibility in the Peoria Unified School District but found that there was a real need to integrate and correlate traditional materials with the computer software. This evidence of a need to expand the software options to meet the needs of adult basic education skills was the culminating factor in establishing a rationale for a 310/Special Demonstration Project.

The following final report is a review of the implementation and accomplishment of the Rio Salado Computer-Assisted ABE/GED curriculum Project.

OBJECTIVE #1: To develop a comprehensive ABE/GED computer-assisted instruction progam.

During the 1983-1984 fiscal/school year, Rio Salado Community College Adult Basic Education was able to initiate and establish a cooperative agreement with the Peoria Unififed School District to provide basic skills and GED preparation classes in their "Prescription Learning" computer lab. ("Prescription Learning" is the specialized basic skills program that Peoria uses during their regular school day.) Because Prescription Learning is a specially designed program, teacher-training, along with print materials appropriate to the adult student, were supplied, at no charge to Rio Salado ABE, by Prescription Learning. It is important to note that the hardware and software were under contract to the Peoria District; therefore, it was agreed by all concerned that the GED instructor would need to be a computer lab faculty person from within that district.

With staff having been trained and relatively comfortable with the computer system, and because of funding provided by this 310/Special Demonstration Project, it was important to identify and prioritize components that would result in a more comprehensive ABE/GED computer-assisted class. The following is a summary of those activites and accomplishments:

1. Identification and employment of a trained instructional aide.

   Olivia Delgado, who is a full-time aide in the Peoria District in the Prescription Learning Lab, was hired to work with Della Johnson, CAI-GED lead instructor, as a resource to those students working on the computer system.

2. Identification and employment of "support" personnel.

   Two additional staff were hired (each working one night per week--allowing for total coverage of the two-night/week schedules) to work with preliminary registration and assessment (pre and post) responsibilities, thus freeing the lead instructor to prescribe, coordinate, and facilitate a course of study for each student.

3. Coordinate a concentrated promotional campaign.

   Promotion included a distribution of flyers throughout the Peoria schools, informational paragraphs for inclusion in parent newsletters/-bulletins and school menu announcements. In addition, Alta Loma School provided marquee-time, and the PEORIA TIMES, the community periodical, printed public service announcements.

4. Supplemental software and GED materials were purchased.

   Instructors found that the existing Prescription Learning software covered many of the ABE needs, but there were areas of void in the materials needed for a more comprehensive course of study in GED preparation. Therefore, a variety of software programs were ordered; including topics on: the senses, weather, vocabulary builders, and algebraic expressions.

5. Availability of information for actual GED testing.

   All Rio Salado Community College ABE instructors are given a list of GED test centers; in addition to this, the Peoria instructor was sent a memorandum of testing days and times for Westridge Mall. She was encouraged to announce and post these dates since Westridge was, geographically, the closest test site.

OBJECTIVE #2: To integrate the ABE/GED computer-assisted instruction program with traditional ABE/GED materials and curriculum.

Initial assessment was done on the computer using the "Plasment Test," (item 1 of the attachment, a math and vocabulary/comprehension evaluation provided by Prescription Learning). Upon completion, these Plasment Tests were computer-graded resulting in the student receiving a number and designated skill level. When the student entered his/her number, a series of tests with five questions per skill area was computer-administered. When the student missed two questions per any single skill, the computer would print a "prescription" or study guide (item 2 of the attachments) that listed additional assignments and activities to help the student master (85% proficiency) that particular skill. (Prescribed activities were not all on the computer--some were in workbooks, some were on other machines, and many were "teacher-directed.") As students mastered specific skills and increased overall competencies, samples or practice GED tests were administered in the usual "paper-pencil" manner.

Students generally spent half their class time on the computer and the remaining half of their time doing the more traditional "paper and pencil" activities and exercises. The traditional assignments were either teacher-directed and/or prepared, or from commercially published GED study materials.

Some of the substantiating reasons for <u>not</u> requiring a student/class to spend an entire session on a computer include:

1. A computer can become tiresome and lose its motivational advantage if used for too long during one "sitting."

2. It is often the case to have more students than available computers.

3. Some of the traditional materials that are available for GED preparation (particularly in the areas of Science, Social Studies, and Writing) are more representative of the actual test.

4. The GED test is not given on a computer.

5. If students participate in strictly computer-assisted activities, a lot of valuable time can be lost when the computers malfunction.

Not only did the the variety of instructional modalities create a greater opportunity for maintaining high levels of interest, but it had an observedly positive effect on student retention and achievement.

OBJECTIVE #3: <u>To develop a resource guide for other ABE/GED programs and agencies throughout Arizona who are considering using computer-assisted instruction.</u>

COMPUTER-ASSISTED INSTRUCTION FOR ADULT BASIC EDUCATION, a resource guide, was developed to address such things as hidden cost considerations, classroom management, evaluations and care of software, minor computer repairs, among other topics. (A copy of this guide has been included as item 4 of the attachments.)

In an effort to provide information and some suggested guidelines for CAI in an ABE/GED environment, the resource guide was mailed to ABE/GED programs throughout the state.

It was hoped that the availability of this guide would serve as an aide in the development and implementation of other computer-assisted ABE/GED classes. In addition to the dissemination that was done for statewide ABE/GED programs, copies of the resource guide will be made available upon request to other programs, agencies and schools.

EVALUATIVE SUMMARY

Interviews were conducted with randomly chosen students throughout the entire year. Every reaction mirrored the one before it--student accomplishment and sense of satisfaction were extremely high and very positive--as perceived by the students themselves. In addition, there was a general prevailing feeling that the opportunity to become familiar and comfortable with computers in the classroom was a bonus, a motivator, and a terrific incentive to establish and maintain a conscientious attendance pattern.

It should be noted that total enrollment for the 1984 - 1985 year at Alta Loma was 115. Enrollment for the same amount of time just one year prior was 68; resulting in a 59% increase in student participation. (It should be noted that the availability of ABE/GED locations during 1984-85 in the Peoria community was limited to the one CAI site rather than the two locations that had been scheduled in previous years. Therefore, the marked increase in student participation was accomplished with half the locations.)

The ABE instructor, and the aides, found that the adult students, although initially apprehensive about using the computer technology, became very relaxed with it, progressed quickly, and became more independent learners.

A comparison of GED test scores for students exiting the CAI class with scores for those students whose preparation was conducted in a "traditional" setting was unattainable. Because actual GED testing takes place in locations apart from the preparation sites, when a student is no longer in attendance, it is difficult to ascertain the reasons for the absence (family responsibilities, transportation concerns, changes in employment, or sucessful completion of the GED). Student follow-up has been an area in need of improvement program-wide, and efforts toward an effective tracking system are being explored for the coming fiscal year.

RECOMMENDATIONS

The actual receipt of funding for this particular project was somewhat delayed and pre-empted the timely purchasing of supplemental software. An inventory of materials to match needs was conducted and an order was placed in early February. Because careful forethought had been given to the items that were ordered, most proved useful and worthwhile. The one area of major concern was the time factor involved in returning (and having replaced) those software programs that did not fit the computer system in Peoria.

Recommendation #1: If at all possible, software should be ordered early in the session; and extra care needs to be given to specifying computer-type or brand.

Because there was evidence (enrollment and per class attendance rate) that CAI had a very positive and direct effect on student recruitment and retention, location and space are major considerations on scheduling a computer-assisted ABE/GED class.

> Recommendation #2: As class size increases, it is important to have accessibility to increased "floor space." The availability of adjoining rooms is a clear priority in establishing a CAI class.

Since a number of facilities lease or have contracts for computer hardware and software, they are rightfully protective of the systems and how they are used.

> Recommendation #3: Recruit the GED instructor from "within" the facility providing access to computer systems--support for the program seems much stronger and the instructor is usually quite knowledgeable about the particular system to be used.

CONCLUSION

In reference to the 310/Special Demonstration Project, objectives were met and timelines maintained.

With specific reference to the Rio Salado Community College Adult Basic Education Program, student achievement and interest were high enough to justify consideration of additional CAI sites. In addition to a continuation of the Peoria class this fall, computer-assisted instruction for adult basic education will be expanded to include the following locations: Westridge Mall, Chandler/Gilbert, and the Learning Center at the Maricopa Skill Center.

Furthermore, energy will continue to be directed toward exploring and securing cooperative agreements with other facilities housing computer "labs" for the purpose of a further expansion of CAI in the Rio Adult Basic Education Program.

ATTACHMENTS

1. Plasment, Level 4, Screening Device

2. A sample student "prescription" (study guide outlining activities and assignments for skill improvement)

3. Inventory of materials at the Peoria site (software and traditional, commercial materials)

4. Resource Guide - COMPUTER-ASSISTED INSTRUCTION FOR ADULT BASIC EDUCATION - and accompanying cover letter that was sent to ABE/GED programs throughout the state.

The Resource Guide is available separately as CE 042 308.

PLĀSMENT

AN
INITIAL SCREENING DEVICE
FOR
INDIVIDUALIZING
INSTRUCTION
IN
READING
AND
MATH

CHECK-UP BOOKLET

LEVEL
FOUR

OPEN THE BOOKLET ONLY WHEN
YOUR TEACHER SAYS "BEGIN"

DO NOT WRITE IN THIS BOOKLET

1978

VOCABULARY --- Part I

1. conversation with him
   A. save
   B. talk
   C. argument
   D. convention

2. positive proof
   A. definite
   B. probable
   C. mistaken
   D. new

3. eager reaction
   A. exclusive
   B. loud
   C. silly
   D. enthusiastic

4. personal sentiments
   A. habits
   B. style
   C. contentment
   D. feelings

5. under observation
   A. reservation
   B. coordination
   C. examination
   D. television

6. rigid rule
   A. easy
   B. firm
   C. incorrect
   D. elastic

7. witty comment
   A. clever
   B. mean
   C. dull
   D. trite

8. typed manuscript
   A. postscript
   B. sign
   C. document
   D. duplicate

9. adequate supplies
   A. adjusted
   B. actual
   C. sufficient
   D. extra

10. picturesque environment
    A. investment
    B. surroundings
    C. heredity
    D. circle

11. elaborate decorations
    A. plain
    B. complicated
    C. effective
    D. serious

12. attractive personality
    A. original
    B. kind
    C. maddening
    D. magnetic

13. steady consumer
    A. user
    B. producer
    C. operator
    D. dancer

14. modern mechanism
    A. mechanic
    B. merchandise
    C. machinery
    D. meteorite

15. introductory course
    A. easy
    B. continued
    C. beginning
    D. supplementary

16. raving orator
    A. jesting
    B. ranking
    C. cunning
    D. ranting

17. strong opposition
    A. character
    B. position
    C. resistance
    D. composition

18. first installment
    A. instrument
    B. payment
    C. bill
    D. implement

19. stationary train
    A. halted
    B. freight
    C. departed
    D. steady

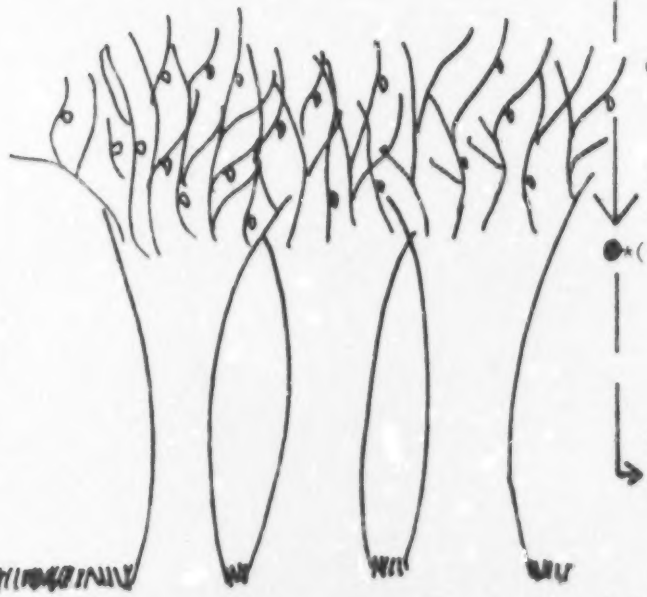
*(20.) vary the plans
    A. modernize
    B. clear
    C. alter
    D. maintain

*Did you STOP at number (20) on your ANSWER SHEET? -- Go on →

Initially, Tom had paid little attention to the cold, but now, as he shuffled along, he became keenly aware of the drop in temperature. It was impossible to breathe deeply, for the cold pushed into his lungs causing a burning, searing sensation. He began rubbing his hand over his nose and cheeks checking for the numbness that preceded frostbite.

But now he had another cause for concern. He knew from the clouds that darkened the sky that night was rapidly approaching. He began to speculate where he could find shelter enough to keep him alive until he could resume his journey in the morning.

He plodded onward, scanning the horizon for a sheltered spot. Finally, off in the distance, he saw a clump of trees that would provide cover and wood for a fire. He knew now that he could survive the night, but he sincerely regretted having ignored the advice of those who had made the journey before him.



1. In this story Tom is probably

   A. comfortable.
   B. enthusiastic.
   C. frightened.
   D. concerned.

2. The main idea deals with

   A. how to build a fire.
   B. how to avoid frostbite.
   C. hiking in the winter.
   D. Tom's dangerous situation.

3. Tom's goal is to

   A. find shelter for the night.
   B. look for drinking water.
   C. reach the house in the distance.
   D. cook a hot meal.

4. The temperature is

   A. fairly moderate.
   B. probably about 30 degrees.
   C. rising.
   D. cold enough to cause death.

5. Breathing the cold air was

   A. refreshing.
   B. painful.
   C. soothing.
   D. numbing.

6. This story takes place

   A. in the morning.
   B. late in the afternoon.
   C. at noon.
   D. at night.

*(7.) Some people had told Tom that

   A. it would be a dangerous journey.
   B. he could make the trip quickly.
   C. it would be a pleasant trip.
   D. he should travel alone.

*Did you STOP at number (7) on your ANSWER SHEET? -- Go on to the next page.

COMPREHENSION --- Part II (Continued)

Many of the tales written by Edgar Allan Poe deal with the supernatural. Some people believe that it was the experiences of his own life that helped him create the strangeness and terror that are found in the stories.

Even though Poe was offered many advantages as he was growing up, he lived a tragic life. After being disowned by his family because of his gambling debts, he married a young girl who died at 24. After this, Poe's life followed a pattern of poverty and mental illness. It is thought that from his unbalanced mental state, he imagined and wrote of the weird and spine-tingling events found in such famous stories as "The Tell-Tale Heart."

Even the author's appearance reflected the strangeness and terror found in his writings, for he had a twisted mouth, sad, deep-set eyes, and usually wore dark-colored clothes.

But in spite of all the sadness in his life, Edgar Allan Poe continued writing until the time of his death at the age of 40.

8. Poe's family disowned him because

   A. he moved away.
   B. he gambled.
   C. he became a writer.
   D. he married a young girl.

9. Edgar Allan Poe was probably

   A. a well-liked man.
   B. a wealthy man.
   C. an unhappy man.
   D. a reasonable man.

10. At her death, Poe's wife was

   A. 40 years old.
   B. middle-aged.
   C. 24 years old.
   D. writing stories and poems.

11. The best title for this story would be

   A. The Tell-Tale Heart
   B. Poe's Gambling Debts
   C. Poe's Childhood
   D. A Tragic Life

*(12.) Edgar Allan Poe is famous for

   A. his strange appearance.
   B. his family life.
   C. his tales of the supernatural.
   D. his early death.

*Did you STOP at number (12) on your ANSWER SHEET? -- Go on to the next page.

IV-4

COMPREHENSION ---

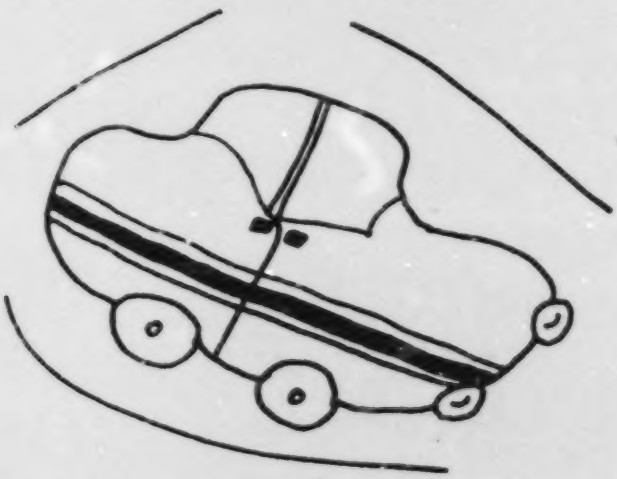
Part II

(Continued)

No longer must American drivers believe they can't afford a luxury car! The radical new Spurt Special has changed all this. It is America's lowest priced V-8 with front-wheel drive. In addition, the new Spurt is no Plain Jane. Available options include racing stripes, power steering, power brakes, wheel discs, plus many others.

What's more, with its Trans-O-Matic, the makers of the Spurt have met the needs of many modern drivers who want the advantages of both a stick shift and an automatic transmission.

To top this off, in the Miami-to-Key West Ace Gasoline Run, the Spurt averaged 20 miles per gallon, better than any other car entered!



*Did you STOP at number (20) on your ANSWER SHEET? -- Go on to the next page.

13. An optional extra would be

A. an odometer.
B. power brakes.
C. turn signals.
D. front-wheel drive.

14. The Trans-O-Matic provides

A. a combination shift.
B. FM radio.
C. bucket seats.
D. power windows.

15. The manufacturer claims that the Spurt is cheaper than any other

A. sports car made in America.
B. four door car.
C. racing car.
D. American front-wheel drive V-8.

16. An item provided on the Spurt without extra cost is

A. power brakes.
B. front-wheel drive.
C. a vinyl top.
D. radial tires.

17. The statement most difficult to prove would be that the Spurt

A. is within most Americans' price range.
B. has a V-8 engine.
C. is American made.
D. has Trans-O-Matic.

18. A "Plain Jane" would probably be a car with

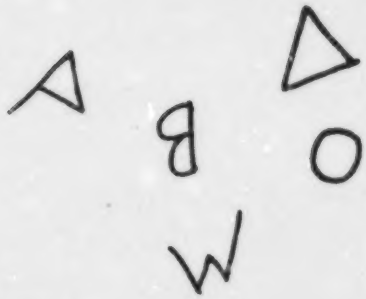
A. lots of chrome.
B. all the options.
C. few gadgets.
D. cruise control.

19. Although many claims are made for the Spurt, the only evidence is about

A. durability.
B. economy.
C. popularity.
D. ease of handling.

*(20) A good title for this ad would be

A. Spurt-America's Fastest Little Car!
B. All About Cars!
C. The Miami Run!
D. Good News from the Folks at Spurt!



Many irregularities were followed by the Greeks in developing their letters. The forms were not exactly fixed and even the direction of writing could be reversed.

The Greek writers straightened out the latter problem. Right-handed people can write much easier with a pen from left to right; but among the earliest Greek inscriptions (writings on stone) some of the writing goes from right to left, some from left to right, in some cases both ways alternately, and in still others up and down. Apparently, the way the writing best fit into the space determined the direction.

Writing which went in both directions was called "boustrophedon" which means "ox-turning." As an ox plows a furrow, it turns and then goes in another direction. This meant that all but the symmetrical letters, like H and M, had to be reversed in alternate lines of writing. For the sake of simplicity and uniformity, the practice of going from left to right was agreed upon by the sixth century B.C.

21. A Greek inscription written in 1000 B.C. might have to be read

A. on an angle.
B. always in three directions.
C. left to right and right to left.
D. always in the same direction.

22. According to this article, the word "boustrophedon" means writing that

A. goes left then right.
B. is vertical.
C. goes in alternate directions.
D. is inscribed on stone.

23. Of the following, the symmetrical (balanced) letter would be

A. B
B. N
C. K
D. V

24. The main point of this selection about Greek writing is to explain

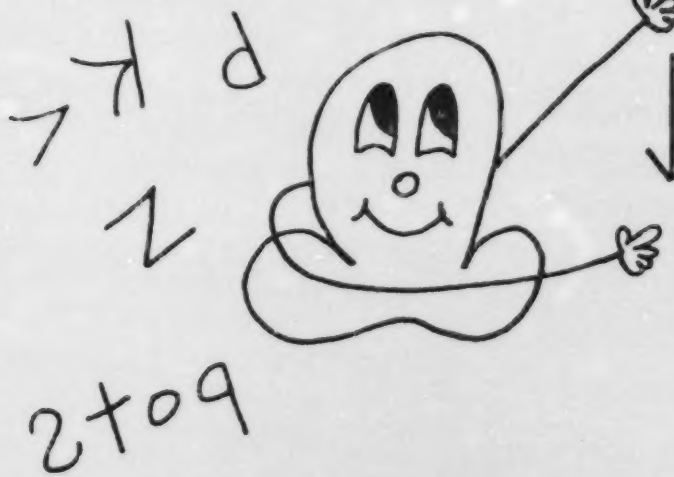
A. the word "boustrophedon."
B. why they decided to write in one direction.
C. symmetrical letters.
D. why the early Greeks wrote on stone.

25. In alternate lines of early Greek writing, you would expect to find the letter E written

A. E and E
B. Ǝ and Ǝ
C. Ǝ and E
D. ɯ and ɯ

*(26.) According to this article, it was important to write in an irregular manner in order to

A. be understood.
B. write full sentences.
C. fit the writing into the space.
D. make the writing more accurate.



*Did you STOP at number (26) on your ANSWER SHEET? --
If you are taking the "Reading Check-up" only then STOP HERE. Give your "Check-up Booklet" and your Answer Sheet to your teacher. If you are taking the Math Check-up also, go on to the next page.

BEST COPY AVAILABLE

A R I T H M E T I C --- Part III

1.

$$\begin{array}{r} 287 \\ +\ 923 \end{array}$$

A. 364
B. 1,210
C. 1,200
D. 1,310

2.

$$\begin{array}{r} 1{,}429 \\ +\ 563 \end{array}$$

A. 1,992
B. 1,812
C. 2,082
D. 2,000

3.

$$\begin{array}{r} 219 \\ 87 \\ 1{,}053 \\ +\ 461 \end{array}$$

A. 1,820
B. 1,720
C. 1,810
D. 1,809

4.

$$\begin{array}{r} 487 \\ -\ 261 \end{array}$$

A. 238
B. 228
C. 226
D. 127

5.

$$\begin{array}{r} 4{,}082 \\ -\ 917 \end{array}$$

A. 3,167
B. 3,165
C. 3,155
D. 3,267

6.

$$\begin{array}{r} 667 \\ \times\ 41 \end{array}$$

A. 27,447
B. 27,357
C. 2,737
D. 27,347

7.

$$\begin{array}{r} 3{,}492 \\ \times\ 76 \end{array}$$

A. 265,492
B. 266,382
C. 265,392
D. 265,390

8.

$$\begin{array}{r} 6007 \\ \times\ 36 \end{array}$$

A. 216,252
B. 216,012
C. 226,252
D. 226,012

9.

$6\overline{)120}$

A. 2
B. 20
C. 200
D. 2,000

10.

$8\overline{)592}$

A. 73
B. 631
C. 74
D. 84

11.

$52\overline{)1404}$

A. 28
B. 27
C. 30
D. 29

*12.

$\frac{1}{4} + \frac{1}{8}$

A. $\frac{2}{8}$
B. $\frac{1}{2}$
C. $\frac{3}{8}$
D. $\frac{5}{8}$

*Did you STOP at number 12 on your ANSWER SHEET? -- Go on to the next page.

A R I T H M E T I C --- Part III (Continued)

13. $\frac{3}{8} + 6\frac{1}{2}$

A. $6\frac{3}{16}$

B. $6\frac{7}{8}$

C. $7\frac{3}{8}$

D. 638 $\frac{1}{2}$

14. $14\frac{2}{3} + 7\frac{5}{6}$

A. $21\frac{7}{9}$

B. $21\frac{5}{11}$

C. $22\frac{1}{2}$

D. $22\frac{1}{3}$

15. $\frac{3}{4} - \frac{1}{4}$

A. $\frac{1}{4}$

B. $\frac{1}{2}$

C. 1

D. $\frac{3}{8}$

16. $2\frac{7}{10} - \frac{3}{10}$

A. $2\frac{2}{15}$

B. $2\frac{2}{5}$

C. $2\frac{1}{10}$

D. $2\frac{1}{3}$

17. $14\frac{1}{8} - 6\frac{3}{4}$

A. $7\frac{3}{8}$

B. $8\frac{1}{2}$

C. $8\frac{3}{8}$

D. 8

18. $\frac{4}{5} \times \frac{2}{3}$

A. $\frac{3}{4}$

B. $\frac{7}{12}$

C. $\frac{5}{6}$

D. $\frac{8}{15}$

19. $2\frac{2}{3} \times 4\frac{1}{6}$

A. 24

B. $8\frac{2}{9}$

C. $8\frac{1}{4}$

D. $11\frac{1}{9}$

20. $\frac{1}{2} \div \frac{3}{4}$

A. $\frac{3}{8}$

B. $\frac{2}{3}$

C. $\frac{1}{6}$

D. $1\frac{1}{2}$

21. $2\frac{7}{8} \div 1\frac{1}{2}$

A. $2\frac{5}{6}$

B. $1\frac{11}{12}$

C. $1\frac{7}{16}$

D. $5\frac{3}{4}$

22.
$$\begin{array}{r} 27.420 \\ 3.714 \\ .076 \\ +\ 15.214 \\ \hline \end{array}$$

A. 46.424
B. 45.413
C. 46.524
D. 46.413

*23.
$$\begin{array}{r} 2.749 \\ -\ 1.381 \\ \hline \end{array}$$

A. 13.68
B. 1.368
C. .1368
D. 1,368

*Did you STOP at number 23 on your ANSWER SHEET? -- Go on to the next page.

A R I T H M E T I C --- Part III (Continued)

24.

$$\begin{array}{r} 21.4 \\ \times\ .6 \\ \hline \end{array}$$

A. 12.84
B. 1.284
C. .1284
D. 128.4

25.

$$\begin{array}{r} 30.75 \\ \times\ .29 \\ \hline \end{array}$$

A. 8.8160
B. 88.160
C. 8.9175
D. 9

26. $15.41 \div 2.3$

A. 67
B. 670
C. .67
D. 6.7

27. $.2\overline{)8.0006}$

A. 40.003
B. 4.0003
C. 400.03
D. .40003

28. .5 = _____

A. $\frac{1}{3}$
B. $\frac{1}{4}$
C. $\frac{1}{2}$
D. $\frac{1}{5}$

29. $\frac{1}{4}$ = _____

A. .20
B. .25
C. .30
D. .50

30. .75 = _____

A. $\frac{1}{2}$
B. $\frac{1}{4}$
C. $\frac{5}{8}$
D. $\frac{3}{4}$

31. $\frac{1}{2}$ = _____

A. .25
B. .30
C. .50
D. .75

32. $5 + (4 \times 3)$

A. 12
B. 17
C. 23
D. 19

33. $(3+2) - (2+1)$

A. 0
B. 1
C. 2
D. 3

34. What is .294 as a fraction?

A. $\frac{294}{10}$
B. $\frac{294}{100}$
C. $\frac{294}{1000}$
D. $\frac{294}{10,000}$

35. 4^2 = _____

A. 8
B. 16
C. 2
D. 4

*36. The expanded numeral form of 654 is _____

A. (6x100)+(5x10) + 4
B. (6x10) + 54
C. (6x100)+(54x10)
D. None of the above.

*Did you STOP at number 36 on your ANSWER SHEET?

When you finish your check-up: Give your check-up booklet and answer sheet to your teacher.

READING PRESCRIPTION

Date: 04/23/85

Student Name:
Student Number:
Alternate ID: Weckesser
Grade: 3
Group/Period: 13

Skill Area: 0401 - Long Vowel Sounds
Continuum Level: c

VENDOR	DESCRIPTION	DATE COMPLETED
TIME ON RDG	SPELLING SIGNALS C PP. 5-8	
TIME ON RDG	TIME ON READING B-2 PP. 3-5	
CLAS II	PRIMARY READING LESSON 16	
LINK	PRIMARY READING LESSON 20	
LINK	PRIMARY READING LESSON 21	
APPLIED LEARNG	LONG VOWELS 1-SLIDES 1-20	
APPLIED LEARNG	LONG VOWELS 2-SLIDES 1-20	
AUDIO PROG. 1	6B1-48; 6B2-50; 7A1-52; 7A2-54; 7B1-56	
AUDIO PROG. 1	7B2-58; 8A1-60	

TRADITIONAL COMMERCIAL MATERIALS AND BOOK INVENTORY

Dr. Spello
Spelling Steps
Language in Daily Living
Learning our Language
Introduction to English
Language Exercise Gray Book
Correctness & Effectiveness of Expression
How to Prepare-Writing Skills
Building Basic Skills in Social Studies
Pre-GED Basic Social Studies Skills
How to Prepare Social Studies Test
Mastering Social Studies Skills
Basic Science for Living
Buidling Basic Skills in Science
Introduction to Reading Materials in Natural Science
How to Prepare Science Test
Basic Reading
Building Basic Skills in Reading
Introduction to Reading
Pre-GED Basic Skills in Reading
Reading Performance
Basic Skills with Math
Basic Essentials of Math
Working with Numbers
GED Writing Skills Book 1
GED Writing Skills Book2
Number Power 3, 4, 5, 6
GED Social Studies
Building Basic Skills in Writing Book 3
How to prepare: Mathematics Test

IN ADDITION TO PRESCRIPTION LEARNING SOFTWARE

Albebraic Expressions
Vocabulary Builders I
Weather
Senses
Disk Algebra Arcade
Letter size Organizer
This Land Is Yours
Spelling
Vocabulary Builder
Word Demons
Long Divisions
Decimals
Multiplying Fractions
Area of Rectangle
Percents Equations
Fractions